# Identification and response to sexual behaviour scenarios

|  | Situation | Identification and response |
| --- | --- | --- |
| 1 | A group of five boys aged eight years simultaneously exposed their genitals to each other on the oval at lunch time. They are the same age, they had not done this before, the activity occurred in the open and all of the boys participated willingly in what, for them, was a funny activity. | While inappropriate in the setting, this behaviour is ***age-appropriate*** for the group involved and would be considered problem sexual behaviour only if it persisted after instructions that it not be repeated.  It provides a teaching opportunity regarding social expectations and the impact of the boys’ behaviour on others. Parents should be advised of the site’s teaching and instruction regarding the incident and the age-appropriate nature of the activity reinforced. |
| 2 | A boy aged eight years exposed himself in a bullying fashion to a child aged six in the toilet block. Other children witnessed this and reported that the older boy was laughing at the younger boy while he obstructed the younger boy from leaving the toilet block. Other children described the younger boy as looking confused but not upset. While the school has had concerns about the older boy’s general behaviour in class, this is the first time the school has become aware of him behaving in this particular way. | This behaviour is ***concerning*** because there is an age difference and, while the younger boy did not appear to be seriously impacted, the behaviour nevertheless involved aggression and this was witnessed by other children. It is also unclear whether the incident occurred spontaneously or whether the younger boy was targeted.  The school’s response should include clear directions to the eight-year-old regarding safe and healthy behaviour expectations, consideration of restricted play or yard supervision, discussion about the impact of his behaviour on others, communication with the parents of both boys and monitoring of the older boy’s behaviour and the younger boy’s wellbeing and confidence at school. |
| 3 | A 14-year-old boy with a severe intellectual disability has been masturbating in the classroom, on the bus and in the community. His developmental level is pre-operational phase. Many other students have witnessed his behaviour. Some have reacted aggressively and some have been frightened. The boy in turn has been upset by the reactions of other students. The boy’s parents work closely with the school, regarding sharing their concerns and discussing strategies they use at home. | The behaviour is ***concerning*** because it is causing discomfort in others. It is also complicating the boy’s ability to relate positively with his peers. Without a concerted effort to manage this behaviour and teach appropriate ways of exploring his sexuality, the boy will be at increasing risk of harm, not just from the reactions of other students, but from adults or young people who may attempt to exploit his sexual vulnerability.  The school should make contact with the boy’s parents to develop a specific, jointly implemented behaviour support plan to address the risks associated with his inappropriate masturbating and to ensure that all relevant information is shared about the boy’s current circumstances. Other disability specialists from sector offices or disability organisations could contribute to this plan which should also include how the boy will be protected from the kind of exploitation to which he is more vulnerable while he masturbates publicly. |
| 4 | An 11-year-old boy used threats of violence to coerce a five-year-old boy to enter bushes behind the toilet block, and exposed himself to the younger boy. He made lewd suggestions to the boy about how he was going to use his penis with the other boy. This is the third occasion where the older student has engaged in problem sexual behaviour. He was banned from playing with children outside his year level and from being in or around the toilet block. His parents denied his behaviour when required to attend the site for discussion and they refused to take up referrals for counselling for their son. The school had made previous notifications to Department of Children and Families regarding emotional neglect and problem sexual behaviour. The five-year-old was clearly traumatised by the incident. | This behaviour is ***serious*** because it involved coercion, secrecy, appears compulsive and involves a significant age difference. The older boy has not responded to the school’s previous interventions or bans, the staff members have concerns about the parents’ denial of the problem and their unwillingness to act protectively towards their son so that he can access professional help. The staff members have serious concerns about the safety of other students.  The school response should include immediate reporting to Territory Families, a joint discussion regarding the next actions to establish safety for all the children and young people concerned, and relevant communication with parents.  This situation requires careful protection of the identities of the children and young people involved in keeping with the requirements of Part 5.3, section 301, of the *Care and Protection of Children Act*. |